



**Universitas Negeri Surabaya**  
**Faculty of Educational Sciences**  
**Bachelor of Education Management Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Clinical Supervision and Microlearning	8620402153	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	December 1, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Shelly Andari, S.Pd., M.Pd dan Dr. Ayu Wulandari, M.Pd		Dr. Nunuk Hariyati, M.Pd			Syunu Trihantoyo, S.Pd., M.Pd.	

**Learning model** Project Based Learning

**Program Learning Outcomes (PLO)** PLO study program that is charged to the course

**Program Objectives (PO)**

<b>PO - 1</b>	Utilizing learning resources and information technology in applying clinical supervision and micro-learning by identifying learning problems that occur from basic teaching skills activities
<b>PO - 2</b>	Mastering theoretical concepts regarding the basic concepts of clinical supervision, the clinical supervision cycle, and the practice of implementing learning and evaluating learning, as well as preparing learning tools in micro-learning.
<b>PO - 3</b>	Make the right decisions based on information and data analysis in determining the characteristics of supervisees and in determining clinical supervision models and techniques
<b>PO - 4</b>	Responsible for self-learning performance, agreement with group colleagues in understanding the basic concepts of clinical supervision, the clinical supervision cycle, as well as peer teaching practices in implementing clinical supervision, as well as implementing basic teaching skills in micro learning.

**PLO-PO Matrix**

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

**PO Matrix at the end of each learning stage (Sub-PO)**

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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**Short Course Description** The Clinical Supervision course is a mandatory course with a weight of 2 credits and contains a study of the implementation of clinical supervision which includes concepts and practices. The substance of this course is directed at 1) basic concepts of clinical supervision; 2) various types of clinical supervision; 3) clinical supervision planning; 4) clinical supervision instrument; and 5) implementation of clinical supervision. Lectures are carried out face to face, discussions, presentations and role playing using information technology as a support. Evaluation is carried out with paper tests, portfolios and performance.

**References** **Main :**

1. Rifma. 2016. Optimalisasi Pembinaan Kompetensi Pedagogik Guru. Jakarta: Kencana.
2. Owen, D. & Shohet, R. 2012. Clinical Supervision in The Medical Profession: Structured Reflective Practice. New York: Mc Graw-Hill Education
3. Sujiranto. 2016. Peningkatan Kompetensi Kepala Sekolah Dalam Menyusun Program Supervisi dan Pelaksanaan Supervisi Melalui Pembinaan Berkelanjutan di Wilayah Binaan Pengawas Kabupaten Banyumas Semester Gasal Tahun Pelajaeran 2016-2017. Banyumas: Dinas Pendidikan Pemerintah Daerah Kabupaten Banyumas.
4. Mulyana, N. 2019. Modul Pengembangan Kemampuan Supervisi Akademik Bagi Kepala Sekolah. Tasikmalaya: Edu Publisher
5. Hasil penelitian relevan dengan kajian evaluasi program pendidikan yang dipublikasikan pada jurnal internasional maupun nasional dan peraturan-peraturan yang relevan

**Supporters:**

**Supporting lecturer** Dr. Ayu Wulandari, S.Pd., M.Pd.  
Shelly Andari, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students understand RPS and lecture contracts. Students explore educational supervision material again	1.Students are able to describe in a coherent manner the RPS and lecture contracts along with the coherent functions of the RPS and lecture contracts. 2.Students are able to explain educational supervision	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Lecture and question and answer method 2 X 50		<b>Material:</b> supervision concept <b>Literature:</b> <i>Research results relevant to educational program evaluation studies published in international and national journals and relevant regulations</i>	5%
2	Students understand the basic concepts of clinical supervision; Students understand the position of clinical supervision in educational supervision. Students identify the stages of clinical supervision.	1.Students are able to generalize the meaning, benefits and objectives of clinical supervision; 2.Students are able to outline the position of clinical supervision in educational supervision 3.Students are able to relate all stages of clinical supervision.	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Lecture and question and answer method 2 X 50		<b>Material:</b> Library group material : <i>Rifma. 2016. Optimizing Teacher Pedagogical Competency Development. Jakarta: Kencana.</i>	5%

3	<p>Students understand various clinical supervision techniques; Students understand the use of various clinical supervision techniques. Students illustrate clinical supervision techniques.</p>	<p>1.Students are able to explain various clinical supervision techniques; 2.Students are able to plan clinical supervision techniques; 3.Students are able to apply clinical supervision techniques 4.Students are able to decide on the use of clinical supervision techniques.</p>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Lecture method, question and answer, and group discussion 2 X 50</p>		<p><b>Material:</b> Library group material : <i>Sujiranto. 2016. Increasing the Competency of School Principals in Preparing Supervision Programs and Implementing Supervision Through Continuous Guidance in Banyumas Regency Supervisory Areas for Odd Semester 2016-2017 Academic Year. Banyumas: Banyumas Regency Regional Government Education Service.</i></p>	5%
4	<p>Students understand the clinical supervision cycle (pre, observe, pre) orientation of clinical supervision behavior</p>	<p>understand the clinical supervision cycle (pre, observe, pre) behavioral orientation of clinical supervision</p>	<p><b>Criteria:</b> · Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently , with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding concept, presentation media does not match the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Contextual Teaching Learning 2 X 50</p>		<p><b>Material:</b> group material <b>Reference:</b> <i>Mulyana, N. 2019. Module for Developing Academic Supervision Capabilities for School Principals. Tasikmalaya: Edu Publisher</i></p>	5%

5	Students understand the identification of basic teaching skills	understand the identification of basic teaching skills	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>· Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding concept, presentation media does not match the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</li> </ul> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b> Library group material : Sujiranto. 2016. <i>Increasing the Competency of School Principals in Preparing Supervision Programs and Implementing Supervision Through Continuous Guidance in Banyumas Regency Supervisory Areas for Odd Semester 2016-2017 Academic Year.</i> Banyumas: Banyumas Regency Regional Government Education Service.</p>	5%
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6	Students understand teachers' problems in teaching	understand teacher problems in teaching	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>· Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding concept, presentation media does not match the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</li> </ul> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b> group material</p> <p><b>Reference:</b> <i>Mulyana, N. 2019. Module for Developing Academic Supervision Capabilities for School Principals. Tasikmalaya: Edu Publisher</i></p>	5%
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7	Students understand clinical supervision measurements: pre and pre transcripts, preparation of observation instruments	understanding clinical supervision measurements: pre and pre transcripts, preparation of observation instruments	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>· Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding concept, presentation media does not match the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</li> </ul> <p><b>Form of Assessment :</b> Participatory Activities</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b> group material</p> <p><b>References:</b> <i>Owen, D. &amp; Shohet, R. 2012. Clinical Supervision in the Medical Profession: Structured Reflective Practice. New York: Mc Graw-Hill Education</i></p>	5%
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8	Students understand joint clinical supervision modeling	understand the Modeling of joint clinical supervision	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>· Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding concept, presentation media does not match the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</li> </ul> <p><b>Form of Assessment :</b> Practice/Performance, Test</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b> Meeting materials 1-7</p> <p><b>Literature:</b> <i>Research results relevant to educational program evaluation studies published in international and national journals and relevant regulations</i></p>	10%
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9	Midterm exam	Students are able to do all the UTS questions	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>· Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding concept, presentation media does not match the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</li> </ul> <p><b>Form of Assessment :</b> Participatory Activities</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b> group material</p> <p><b>References:</b> <i>Owen, D. &amp; Shohet, R. 2012. Clinical Supervision in the Medical Profession: Structured Reflective Practice. New York: Mc Graw-Hill Education</i></p>	5%
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10	Students carry out clinical supervision modeling practice	Modeling practice of clinical supervision	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Practice / Performance</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  Library group material : Sujiranto. 2016. <i>Increasing the Competency of School Principals in Preparing Supervision Programs and Implementing Supervision Through Continuous Guidance in Banyumas Regency Supervisory Areas for Odd Semester 2016-2017 Academic Year.</i> Banyumas: Banyumas Regency Regional Government Education Service.</p>	5%
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11	Students carry out clinical supervision modeling practice	Modeling practice of clinical supervision	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  Library group material  : Rifma. 2016. <i>Optimizing Teacher Pedagogical Competency Development.</i> Jakarta: Kencana.</p>	5%
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12	Students carry out clinical supervision modeling practice	Modeling practice of clinical supervision	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  Library group material : Sujiranto. 2016. <i>Increasing the Competency of School Principals in Preparing Supervision Programs and Implementing Supervision Through Continuous Guidance in Banyumas Regency Supervisory Areas for Odd Semester 2016-2017 Academic Year.</i> Banyumas: Banyumas Regency Regional Government Education Service.</p>	5%
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13	Students carry out clinical supervision modeling practice	Modeling practice of clinical supervision	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  group material  <b>Reference:</b>  Mulyana, N. 2019. <i>Module for Developing Academic Supervision Capabilities for School Principals</i>. Tasikmalaya: Edu Publisher</p>	10%
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14	Students carry out clinical supervision modeling practice	Modeling practice of clinical supervision	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  Library group material : Sujiranto. 2016. <i>Increasing the Competency of School Principals in Preparing Supervision Programs and Implementing Supervision Through Continuous Guidance in Banyumas Regency Supervisory Areas for Odd Semester 2016-2017 Academic Year.</i> Banyumas: Banyumas Regency Regional Government Education Service.</p>	10%
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15	Students understand the entire lecture material by reviewing the lecture material	understand the entire lecture material by reviewing the lecture material	<p><b>Criteria:</b> Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	2 X 50		<p><b>Material:</b> group material <b>References:</b> <i>Owen, D. &amp; Shohet, R. 2012. Clinical Supervision in the Medical Profession: Structured Reflective Practice. New York: Mc Graw-Hill Education</i></p>	10%
16		Report according to the attached assessment format	<p><b>Criteria:</b> Report according to the attached assessment format</p> <p><b>Form of Assessment :</b> Test</p>	Analysis of 2 x 50 Report results	-	<p><b>Material:</b> material 1 - 15 <b>Reference:</b> <i>Rifma. 2016. Optimizing Teacher Pedagogical Competency Development. Jakarta: Kencana.</i></p>	5%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	10%
4.	Test	10%
		100%

#### Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.

3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.